

BUILDING A SYSTEM

The Washington State Master Plan for Higher Education

BIENNIAL UPDATE

January 1990

***Higher Education Coordinating Board
917 Lakeridge Way
Olympia, Washington***

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INTRODUCTION

The Washington State Legislature created the Higher Education Coordinating Board effective January, 1986, assigning the Board the responsibility for planning the state's system of higher education. It also charged the Board with the responsibility of preparing and biennially updating the state's Master Plan for higher education.

The first Master Plan for higher education, *Building a System*, was submitted to the Governor and the Legislature in December, 1987. The 1988 Legislature endorsed the goals of the Master Plan in support of the general planning direction of the Board. A progress report on the status of the major recommendations and actions by the Board and the Legislature during 1988 and 1989 is presented here. The role of the Legislature in the first Master Plan and in subsequent updates is to approve or recommend changes to the Plan, which, when approved, becomes state higher education policy.

In the process of developing the Master Plan for higher education, the Board entertained a series of critical questions for higher education in the state of Washington. In formulating these questions, the Board asked for assistance and advice from the public, educational institutions, business and civic leaders, the Legislature, and community organizations. *A singular theme emerged: the need for quality.* Given this overriding theme, the policy recommendations that were framed fell into the following areas: access, quality, and finance. The Board's vision for

higher education was set: to make the higher education system for the state of Washington "among the five best systems in the nation by 1995."

The Board then identified four foundation elements central to the planning function:

- **increased access** in urban areas through the establishment of branch campuses in Vancouver, the Tri-Cities, Spokane, and the Puget Sound region;
- **new basis of funding** that recognizes the connection of funding, enrollment and educational quality, setting the goal of funding institutions in the state of Washington at least at the average of their peer institutions;
- **assessment** of institutional performance as a method to monitor the state's investment in higher education; and
- **admissions standards**, set to match student needs and abilities with the appropriate institution, strengthening the educational system but maintaining multiple points of student access.

During the 1988 session, the Legislature received and reviewed *Building a System*. In meeting its responsibility to "approve or recommend changes" to the Master Plan, the Legislature adopted a Concurrent Resolution (Substitute Senate Concurrent Resolution No. 8429) in general support of the Board's plan.

In the Concurrent Resolution, the Legislature endorsed the Board's goal to make Washington's system of higher education one of the five best in the country. It also endorsed the various foundation elements -- the establishment of branch campuses to increase access in urban areas, the establishment of a system by which to evaluate institutional performance, and the adoption of new admissions standards.

The Legislature did not act definitively on the Board's proposed higher education funding model, but instead established a 12 member joint study group to review both funding and enrollment issues raised in the Master Plan. The group was directed to report its findings to the Legislature before the start of the regular legislative session in 1989.

Following are the specific recommendations and actions that have been taken by the Board and the Legislature in the areas of access, funding, performance evaluation, and admissions in support of the first Master Plan. Additional issues addressed and actions undertaken by the Board since the issuance of the first Master Plan are also addressed. These include *restructuring of financial aid, tuition policy and minority access.*

I. ACCESSING QUALITY

Urban Branch Campuses

A cornerstone of the Master Plan was the development of new urban branch campuses to expand access to upper-division and graduate education in previously underserved areas of the state. The University of Washington was assigned responsibility for developing branch campuses in the Puget Sound region, and Washington State University was assigned responsibility for branch campuses in Vancouver, the Tri-Cities, and Spokane. Eastern Washington University would continue, as a co-located institution, to provide programs in both Cheney and Spokane, and Central Washington University would be responsible for increasing upper-division access in the Yakima Valley.

The Board continued its branch campus planning throughout 1988. The University of Washington was directed to identify and assess educational needs of potential students and employers in the Puget Sound region, and Washington State University was directed to conduct a similar assessment of need in Vancouver, the Tri-Cities, and Spokane. Central Washington University was also asked to conduct an assessment of educational needs in the Yakima Valley. The University of Washington and Washington State University subsequently reported back to the HECB in June and August, respectively. Their reports assessed need and projected enrollment, programs, capital expenditures, locations for the branch campus, and the potential impact on other institutions. The Board reviewed these institutional reports, made modifications and recommended in October 1988 that five branch campuses and one center should be

developed in Tacoma, Bothell/Woodinville, Vancouver, Tri-Cities, Spokane, and Yakima (center).

In 1989, the Board's recommendations were incorporated into legislation which established the branch campuses and the Spokane Intercollegiate Research and Technology Institute (SIRTI). SIRTI will be a joint effort of WSU, EWU, Gonzaga University, Whitworth College, and the Community Colleges of Spokane and will house education and research programs. The branch campuses primarily will serve placebound individuals, who, for reasons of employment, family, or financial need, cannot pursue the completion of their baccalaureate degree or enter into a graduate program by attending an existing four-year institution. With the advent of the branch campuses, students can complete their lower-division coursework at a community college, and transfer to a nearby branch campus to complete their degree.

Developing a Branch Campus Implementation Plan

The 1989 Legislature also appropriated \$1 million to the Office of Financial Management for the sole purpose of contracting with the Board to develop "a long range plan for the orderly development of branch campuses and other programs and facilities located off the main campuses." The plan was directed to include "recommendations on facilities required, space needs, and the most cost-efficient use of existing and new facilities to meet projected enrollments and programs." (*Sec. 105, Laws of 1989, Chapter 12*)

A Request for Proposals (RFP) was advertised in June and, after a thorough review of proposals, the Board awarded the contract in late July to MGT of America, Inc., in association with SRI International and Elaine Day LaTourelle and Associates.

The contract called for a final report to be completed by November 5, 1989. In the report the consultants were to provide estimates for alternative enrollment levels through the year 2009, analyze unused capacity at the existing public institutions of higher education, identify alternative delivery systems, and estimate branch campus operating and capital costs. The final report was submitted on schedule and presented to the Board at its November 9, 1989 meeting. A public hearing was held on the consultant's report on November 29, 1989.

The Board, at this writing, is engaged in the final phase of the study required by the Legislature. Beginning in December, 1989, and continuing through March, 1990, the Board is reviewing the consultants' report and recommendations, receiving public comment, and addressing several additional issues that were not a part of the consultants' contract. Appendix A provides an outline of the issues to be addressed by the Board as it develops "a long range plan for the orderly development of branch campuses."

Branch Campus Facilities

The 1989 Legislature also appropriated to the Office of Financial Management \$45 million "solely for the acquisition of land and/or construction of facilities as recommended by the higher education coordinating board." (*Sec. 106, Laws of 1989, Chapter 12*)

Several authorizations for the release of funds have been approved by the HECB, as summarized in Appendix B. An additional 2.5 acres of land was acquired in Spokane at the Riverpoint Site. Planning funds have been released to the University of Washington and Washington State University to plan for and assess alternative sites for branch campuses in Tacoma, Bothell/Woodinville, and Vancouver. Design funds have been released to Washington State University to begin the design development and working drawings preliminary to the construction of the Spokane Intercollegiate Research and Technology Institute, provided certain conditions are met. Planning funds also have been approved for release to Eastern Washington University to develop a comprehensive academic plan for programs to be offered in Spokane. Board approval of a request to release funds for the construction of the Tri-Cities University Center Addition occurred in January, 1990.

It is anticipated that the two Boards of Regents will submit recommendations on permanent site locations for Vancouver, Tacoma and Bothell/Woodinville in the spring of 1990. Board guidelines require the submission of at least two proposed sites for each location. Land acquisition costs cannot be estimated at this time. Appendix C provides an estimated timeline for Board action on branch campus and related issues.

Summary and Conclusion

Tremendous progress toward developing branch campuses has been made since the 1987 Master Plan recommendation. However, the Board recognizes that the hard work of implementing, monitoring and regulating branch campuses still lies ahead.

**HECB BRANCH CAMPUS PLANNING
CRITICAL POLICY ISSUES**

1. **SIZING BRANCH CAMPUSES: Enrollment Issues**
 December discussion; January review:
 - a. State long-term enrollment goal
 - b. Minority participation
 - c. Graduate and professional enrollment goal
 - d. Role of existing public and private institutions in meeting state enrollment goal
 - e. Distribution of lower division enrollment
 - f. Need for student financial aid

2. **DEFINING BRANCH CAMPUSES: Program Issues**
 January discussion; February review:
 - a. Distribution of academic programs
 - b. Research activity at branch campuses
 - c. Public service activity at branch campuses
 - d. Off-campus programs
 February discussion; March review:
 - e. Nature of branch campus services and programs
 - f. Level of undergraduate coursework

3. **IMPLEMENTING BRANCH CAMPUSES: Cost Issues**
 February discussion/March review:
 - a. Space and utilization standards
 - b. Operating cost estimates
 - c. Capital cost estimates
 - d. Phasing branch campus development

**\$45 MILLION APPROPRIATION
HECB EXPENDITURE AUTHORIZATIONS
As Of
JANUARY 17, 1990**

▶ **LAND ACQUISITION**

Riverpoint Site, Spokane -- 2½ acres	\$ 718,740
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▶ **PLANNING**

University of Washington, Phase 1	450,000	
Washington State University, Phase 1	196,000	
Eastern Washington University, Program Planning	<u>75,000</u>	721,000

▶ **PLANNING AND DESIGN**

Washington State University/SIRTI	693,000
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▶ **SITE DEVELOPMENT**

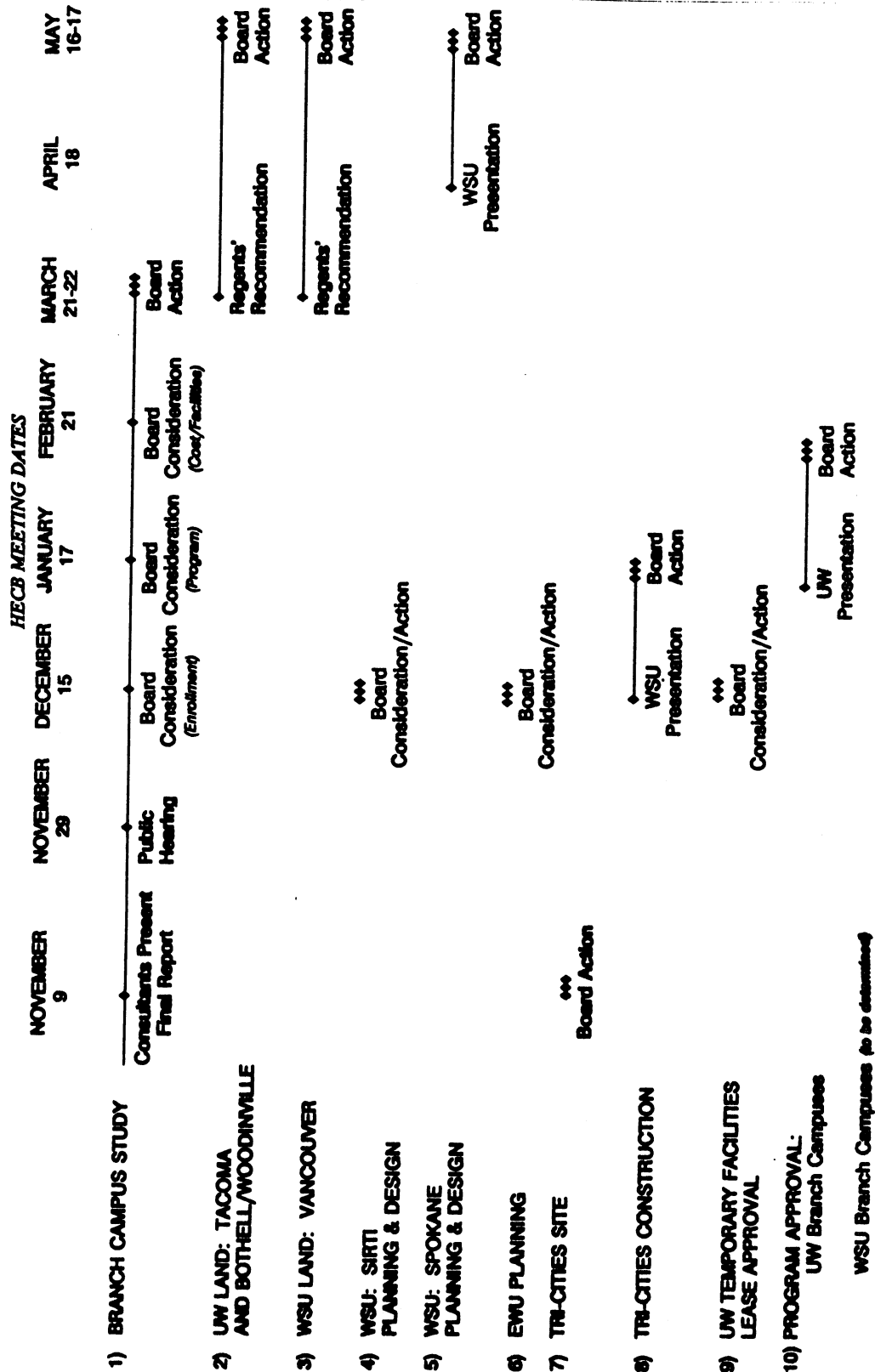
City of Spokane/Riverpoint Site	450,000
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▶ **FACILITY CONSTRUCTION**

Washington State University/Tri-Cities Branch Campus	<u>11,678,000</u>
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\$14,260,740

TIMELINE FOR BRANCH CAMPUS STUDY & RELATED ISSUES*



*HECS 11/15/88. Dates are subject to change.

II. PROTECTING QUALITY

A New Funding Approach

In recent years higher education has received a decreasing share of the State General Fund. In 1983, the state replaced the formula budgeting process that had been used through the 1970s for higher education with an incremental base-plus approach; this did not end the problem of inadequate funding.

The Board's Actions

The Board sought to provide a process that over time would ensure adequate funding to attain the quality system envisioned by the Board. Out of this came the **SAFE** funding concept. The **SAFE** process built on the base-plus budget approach, adding disciplined steps designed to attain the higher level of quality desired.

The first step in **SAFE** was to provide Stability of support. The **SAFE** process addresses stability by recognizing cost increases as the first budgetary priority for increased higher education funding. This would be accomplished by uniformly applying a forecast of the Higher Education Price Index to the current operating budgets of the institutions for both salary and non-salary costs. The discipline of this first priority was to ensure that the existing base did not deteriorate in favor of funding for additional undertakings.

The second priority of the **SAFE** process was to ensure the Adequacy of funding. The funding goal for each Washington institution

was a support level at least equal to the average of its peers. That goal was targeted by the Board to be met by the end of the 1993-95 biennium. Critical to the process was the selection of peers reflective of the quality of higher education sought for the state. The Board proposed that as part of **SAFE** implementation the existing peer groups be expanded in number in order to better approach a national perspective.

Funding per FTE student was the proposed measurement of peer average comparison. Institutions were to be limited in their ability to alter enrollment levels to affect their funding; enrollments were to be fixed by the Legislature in the appropriation process. However, in the event that the Legislature was unable to provide funding sufficient to meet the per-student peer average standard for three biennia, the institutions would reduce enrollment sufficiently to meet the peer average FTE funding goal with the funds they had been appropriated.

The final funding priority of **SAFE** was Focused Excellence. This was intended to be a program of both competitive and noncompetitive grants for qualitative improvements in areas selected by the Board for special attention.

The Board recommended the **SAFE** funding process to the Legislature to be phased in over three biennia, with the **Focused Excellence** provisions deferred until the quality goal of adequacy had been met.

Legislative Response

As noted before, the Concurrent Resolution adopted by the Legislature in support of the Master Plan deferred implementation of any new funding approach until the Legislature could complete a study of higher education funding policies and related issues. A Joint Study Group composed of members of both houses of the Legislature, the Executive, and the Board was established to review the SAFE funding approach and recommend a methodology for funding the system and addressing related matters.

After completing its review, the Joint Study Group chose not to make a recommendation on the SAFE funding approach, as such, but endorsed major concepts:

- Endorsed the new groups of comparison institutions reflecting a national perspective adopted by the HECC. (These groups are listed in Appendix D.)
- Recommended the use of these new comparison groups be used as external benchmarks for measuring the adequacy of support for higher education in Washington.
- Accepted funding per FTE student as the comparison standard for assessing the adequacy of state support for higher education.
- Established a funding goal for Washington institutions to achieve the 75th percentile level of the comparison groups over four biennia beginning in 1989-91.
- Established an enrollment goal for the state to achieve a system-wide enrollment level equal to the 90th percentile or above when compared to national rankings.

Concurrent with the actions of the Joint Study Group, the Board revisited the issues of comparison groups and a funding goal. It adopted the new set of institutional comparison groups (see Appendix D) and adopted the 75th percentile of these groups as the funding goal for Washington institutions.

In response to these recommendations, the 1989 session of the Legislature appropriated an increase of 16.7 percent for higher education institutions. Of the total increase, 60 percent represented enhancement, of which seven percent went toward increased enrollment and the balance for quality improvements.

APPENDIX D**PEER GROUP FOR THE UNIVERSITY OF WASHINGTON****ALL MAJOR RESEARCH INSTITUTIONS
HAVING MEDICAL SCHOOLS**

<u>NAME</u>	<u>STATE</u>	<u>PROJECTED FY 1991 PERCENTILE RANKING</u>
CORNELL UNIVERSITY STATUTORY COLLEGES	NY	
UNIVERSITY OF CALIFORNIA-DAVIS	CA	
UNIVERSITY OF CALIFORNIA-SAN DIEGO	CA	
UNIVERSITY OF CALIFORNIA-LOS ANGELES	CA	
UNIVERSITY OF ILLINOIS AT CHICAGO	IL	
UNIVERSITY OF CALIFORNIA-IRVINE	CA	
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL	NC	
UNIVERSITY OF MICHIGAN-ANN ARBOR	MI	
UNIVERSITY OF KENTUCKY	KY	
UNIVERSITY OF VIRGINIA MAIN CAMPUS	VA	
TEXAS A & M UNIVERSITY MAIN CAMPUS	TX	
UNIVERSITY OF HAWAII AT MANOA	HI	
UNIVERSITY OF FLORIDA	FL	
UNIVERSITY OF WASHINGTON	WA	46th
UNIVERSITY OF PITTSBURGH MAIN CAMPUS	PA	
UNIVERSITY OF ARIZONA	AZ	
UNIVERSITY OF MISSOURI-COLUMBIA	MO	
UNIVERSITY OF WISCONSIN-MADISON	WI	
UNIVERSITY OF MINNESOTA, TWIN CITIES	MN	
UNIVERSITY OF CINCINNATI MAIN CAMPUS	OH	
UNIVERSITY OF IOWA	IA	
OHIO STATE UNIVERSITY MAIN CAMPUS	OH	
MICHIGAN STATE UNIVERSITY	MI	
UNIVERSITY OF UTAH	UT	
UNIVERSITY OF NEW MEXICO MAIN CAMPUS	NM	

PEER GROUP FOR WASHINGTON STATE UNIVERSITY

**ALL LAND GRANT INSTITUTIONS
WITH VETERINARY SCHOOLS**

<u>NAME</u>	<u>STATE</u>	<u>PROJECTED FY 1991 PERCENTILE RANKING</u>
CORNELL UNIVERSITY STATUTORY COLLEGES	NY	
UNIVERSITY OF CALIFORNIA-DAVIS	CA	
UNIVERSITY OF GEORGIA	GA	
NORTH CAROLINA STATE UNIV AT RALEIGH	NC	
TEXAS A & M UNIVERSITY MAIN CAMPUS	TX	
UNIVERSITY OF FLORIDA	FL	
UNIVERSITY OF ILLINOIS URBANA CAMPUS	IL	
UNIVERSITY OF MISSOURI-COLUMBIA	MO	
MISSISSIPPI STATE UNIVERSITY	MS	
VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIV	VA	
UNIVERSITY OF WISCONSIN-MADISON	WI	
UNIVERSITY OF MINNESOTA, TWIN CITIES	MN	
WASHINGTON STATE UNIVERSITY	WA	45th
OHIO STATE UNIVERSITY MAIN CAMPUS	OH	
UNIVERSITY OF TENNESSEE AT KNOXVILLE	TN	
AUBURN UNIVERSITY MAIN CAMPUS	AL	
MICHIGAN STATE UNIVERSITY	MI	
LOUISIANA STATE UNIVERSITY MAIN CAMPUS	LA	
PURDUE UNIVERSITY	IN	
IOWA STATE UNIVERSITY OF SCIENCE AND TECH	IA	
KANSAS STATE UNIVERSITY	KS	
OKLAHOMA STATE UNIVERSITY MAIN CAMPUS	OK	
COLORADO STATE UNIVERSITY	CO	

PEER GROUP FOR COMPREHENSIVE UNIVERSITIES

ALL COMPREHENSIVE I UNIVERSITIES

(page 1)

<u>NAME</u>	<u>STATE</u>	<u>PROJECTED FY 1991 PERCENTILE RANKING</u>
UNIVERSITY OF ALASKA FAIRBANKS	AK	
CALIFORNIA STATE COLLEGE-BAKERSFIELD	CA	
UNIVERSITY OF ALASKA ANCHORAGE	AK	
CALIFORNIA STATE COLLEGE-STANISLAUS	CA	
RUTGERS STATE UNIV. OF NEW JERSEY, CAMDEN	NJ	
UNIVERSITY OF THE DISTRICT OF COLUMBIA	DC	
STATE UNIVERSITY OF NY COLLEGE/PURCHASE	NY	
SANGAMON STATE UNIVERSITY	IL	
SONOMA STATE UNIVERSITY	CA	
HUMBOLDT STATE UNIVERSITY	CA	
CALIFORNIA STATE COLLEGE-SAN BERNARDINO	CA	
CITY UNIVERSITY OF NY MEDGAR EVERS COLL	NY	
COLLEGE OF THE VIRGIN ISLANDS	VI	
INDIANA U.-PURDUE U. AT INDIANAPOLIS	IN	
CITY UNIVERSITY OF NEW YORK CITY COLLEGE	NY	
FLORIDA A & M UNIVERSITY	FL	
GOVERNORS STATE UNIVERSITY	IL	
CITY UNIVERSITY OF NY BROOKLYN COLLEGE	NY	
MORGAN STATE UNIVERSITY	MD	
PENNSYLVANIA STATE UNIV CAPITOL CAMPUS	PA	
UNIVERSITY OF SOUTH ALABAMA	AL	
CALIFORNIA STATE UNIVERSITY-LOS ANGELES	CA	
CALIFORNIA STATE UNIVERSITY-HAYWARD	CA	
UNIVERSITY OF ALABAMA IN HUNTSVILLE	AL	
CALIFORNIA STATE UNIV DOMINGUEZ HILLS	CA	
CITY UNIV OF NEW YORK QUEENS COLLEGE	NY	
STATE UNIVERSITY OF NY COLLEGE-BROCKPORT	NY	
CALIFORNIA POLY STATE U. SAN LUIS OBISPO	CA	
CITY UNIVERSITY OF NEW YORK YORK COLLEGE	NY	
STATE UNIVERSITY OF NY COLLEGE AT POTSDAM	NY	
EAST CAROLINA UNIVERSITY	NC	
CALIFORNIA STATE UNIVERSITY-FRESNO	CA	
SUNY COLLEGE OF TECHNOLOGY AT UTICA-ROME	NY	
UNIVERSITY OF MASSACHUSETTS AT BOSTON	MA	
SUNY COLLEGE AT OLD WESTBURY	NY	
CITADEL MILITARY COLL OF SOUTH CAROLINA	SC	
UNIVERSITY OF WEST FLORIDA	FL	
SO ILLINOIS UNIVERSITY AT EDWARDSVILLE	IL	
CALIFORNIA STATE POLYTECHNIC UNIV.-POMONA	CA	
CUNY HERBERT H LEHMAN COLLEGE	NY	
SAN JOSE STATE UNIVERSITY	CA	
UNIVERSITY OF PUERTO RICO MAYAGUEZ CAMPUS	PR	
CUNY HUNTER COLLEGE	NY	
WRIGHT STATE UNIVERSITY MAIN CAMPUS	OH	

PEER GROUP FOR COMPREHENSIVE UNIVERSITIES

ALL COMPREHENSIVE I UNIVERSITIES

(page 2)

<u>NAME</u>	<u>STATE</u>	<u>PROJECTED FY 1991 PERCENTILE RANKING</u>
UNIVERSITY OF GUAM	GU	
SAN DIEGO STATE UNIVERSITY	CA	
STATE UNIVERSITY OF NY COLL AT FREDONIA	NY	
STATE UNIVERSITY OF NY COLL AT NEW PALTZ	NY	
VIRGINIA STATE UNIVERSITY	VA	
CALIFORNIA STATE UNIVERSITY-CHICO	CA	
SAN FRANCISCO STATE UNIVERSITY	CA	
CORPUS CHRISTI STATE UNIVERSITY	TX	
UNIVERSITY OF NORTH FLORIDA	FL	
CALIFORNIA STATE UNIVERSITY-FULLERTON	CA	
MICHIGAN TECHNOLOGICAL UNIVERSITY	MI	
NORTH CAROLINA CENTRAL UNIVERSITY	NC	
MANSFIELD UNIVERSITY OF PENNSYLVANIA	PA	
CALIFORNIA STATE UNIVERSITY-SACRAMENTO	CA	
MOREHEAD STATE UNIVERSITY	KY	
NORTH CAROLINA AGRL & TECH STATE U	NC	
CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	CA	
NORTHERN MICHIGAN UNIVERSITY	MI	
MURRAY STATE UNIVERSITY	KY	
TENNESSEE STATE UNIVERSITY	TN	
STATE UNIVERSITY OF NY EMPIRE STATE COLL	NY	
EAST STROUDSBURG UNIV OF PENNSYLVANIA	PA	
EAST TENNESSEE STATE UNIVERSITY	TN	
CUNY COLLEGE OF STATEN ISLAND	NY	
SOUTH CAROLINA STATE COLLEGE	SC	
FLORIDA INTERNATIONAL UNIVERSITY	FL	
COLLEGE OF CHARLESTON	SC	
TRENTON STATE COLLEGE	NJ	
JERSEY CITY STATE COLLEGE	NJ	
CITY UNIV OF NY BERNARD BARUCH COLL	NY	
TEXAS SOUTHERN UNIVERSITY	TX	
UNIVERSITY OF HOUSTON-CLEAR LAKE	TX	
STATE UNIV OF NY COLLEGE AT ONEONTA	NY	
UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE	NC	
SOUTHEASTERN MASSACHUSETTS UNIVERSITY	MA	
UNIVERSITY OF HAWAII AT HILO	HI	
ALABAMA STATE UNIVERSITY	AL	
CALIFORNIA STATE UNIVERSITY-LONG BEACH	CA	
LOCK HAVEN UNIVERSITY OF PENNSYLVANIA	PA	
FROSTBURG STATE COLLEGE	MD	
STATE UNIVERSITY OF NY COLLEGE AT OSWEGO	NY	
COLUMBUS COLLEGE	GA	
CHICAGO STATE UNIVERSITY	IL	

PEER GROUP FOR COMPREHENSIVE UNIVERSITIES

ALL COMPREHENSIVE I UNIVERSITIES

(page 3)

<u>NAME</u>	<u>STATE</u>	<u>PROJECTED FY 1991 PERCENTILE RANKING</u>
STATE UNIVERSITY OF NY COLLEGE AT BUFFALO	NY	
WESTERN CAROLINA UNIVERSITY	NC	
STATE UNIV OF NY COLL AT PLATTSBURGH	NY	
RHODE ISLAND COLLEGE	RI	
ALABAMA AGRICULTURAL AND MECHANICAL UNIV	AL	
UNIVERSITY OF BALTIMORE	MD	
UNIVERSITY OF WISCONSIN-PARKSIDE	WI	
CLARION UNIVERSITY OF PENN MAIN CAMPUS	PA	
UNIVERSITY OF WISCONSIN-RIVER FALLS	WI	
UNIVERSITY OF SOUTHERN MAINE	ME	
MILLERSVILLE UNIVERSITY OF PENNSYLVANIA	PA	
STATE UNIV OF NY COLLEGE AT CORTLAND	NY	
EDINBORO UNIVERSITY OF PENNSYLVANIA	PA	
CALIFORNIA UNIVERSITY OF PENNSYLVANIA	PA	
STATE UNIV OF NY COLLEGE AT GENESEO	NY	
SOUTH DAKOTA STATE UNIVERSITY	SD	
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA	PA	
RAMAPO COLLEGE OF NEW JERSEY	NJ	
UNIVERSITY OF CENTRAL FLORIDA	FL	
CENTRAL WASHINGTON UNIVERSITY	WA	63rd
WINTHROP COLLEGE	SC	
WESTERN ILLINOIS UNIVERSITY	IL	
UNIVERSITY OF WISCONSIN-GREEN BAY	WI	
WEST CHESTER UNIVERSITY OF PENNSYLVANIA	PA	
FAYETTEVILLE STATE UNIVERSITY	NC	
NORTHEASTERN ILLINOIS UNIVERSITY	IL	
GEORGE MASON UNIVERSITY	VA	
PITTSBURG STATE UNIVERSITY	KS	
NORTHWESTERN STATE UNIV OF LOUISIANA	LA	
UNIVERSITY OF TEXAS AT TYLER	TX	
DELTA STATE UNIVERSITY	MS	
WICHITA STATE UNIVERSITY	KS	
ARMSTRONG STATE COLLEGE	GA	
UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE	NC	
SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA	PA	
KUTZTOWN UNIVERSITY OF PENNSYLVANIA	PA	
WESTERN KENTUCKY UNIVERSITY	KY	
EASTERN WASHINGTON UNIVERSITY	WA	56th
UNIVERSITY OF MICHIGAN-DEARBORN	MI	
WILLIAM PATERSON COLLEGE	NJ	
SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA	PA	
UNIVERSITY OF NORTHERN IOWA	IA	

PEER GROUP FOR COMPREHENSIVE UNIVERSITIES

ALL COMPREHENSIVE I UNIVERSITIES

(page 4)

<u>NAME</u>	<u>STATE</u>	<u>PROJECTED FY 1991 PERCENTILE RANKING</u>
UNIVERSITY OF NEVADA-LAS VEGAS	NV	
APPALACHIAN STATE UNIVERSITY	NC	
GLASSBORO STATE COLLEGE	NJ	
CENTRAL MICHIGAN UNIVERSITY	MI	
EASTERN MICHIGAN UNIVERSITY	MI	
UNIVERSITY OF MICHIGAN-FLINT	MI	
INDIANA UNIVERSITY OF PENNSYLVANIA	PA	
UNIVERSITY OF ARKANSAS AT PINE BLUFF	AR	
UNIVERSITY OF LOWELL	MA	
NORTHERN KENTUCKY UNIVERSITY	KY	
EASTERN NEW MEXICO UNIVERSITY MAIN CAMPUS	NM	
GRAND VALLEY STATE COLLEGE	MI	
UNIVERSITY OF WISCONSIN-STOUT	WI	
BEMIDJI STATE UNIVERSITY	MN	
UNIVERSITY OF TENNESSEE AT CHATTANOOGA	TN	
TEXAS A & I UNIVERSITY	TX	
SAGINAW VALLEY STATE COLLEGE	MI	
FORT HAYS STATE UNIVERSITY	KS	
OAKLAND UNIVERSITY	MI	
EASTERN KENTUCKY UNIVERSITY	KY	
EMPORIA STATE UNIVERSITY	KS	
WESTERN OREGON STATE COLLEGE	OR	
WESTERN WASHINGTON UNIVERSITY	WA	47th
PRAIRIE VIEW A & M UNIVERSITY	TX	
UNIVERSITY OF ARKANSAS AT LITTLE ROCK	AR	
LAMAR UNIVERSITY	TX	
INDIANA UNIVERSITY NORTHWEST	IN	
PURDUE UNIVERSITY CALUMET CAMPUS	IN	
UNIVERSITY OF TENNESSEE AT MARTIN	TN	
NORTH ADAMS STATE COLLEGE	MA	
SALISBURY STATE COLLEGE	MD	
UNIVERSITY OF WISCONSIN-PLATTEVILLE	WI	
MARSHALL UNIVERSITY	WV	
WEBER STATE COLLEGE	UT	
UNIVERSITY OF NORTH ALABAMA	AL	
LAKE SUPERIOR STATE COLLEGE	MI	
GRAMBLING STATE UNIVERSITY	LA	
AUGUSTA COLLEGE	GA	
UNIV OF PUERTO RICO RIO PIEDRAS CAMPUS	PR	
EASTERN ILLINOIS UNIVERSITY	IL	
ARKANSAS TECH UNIVERSITY	AR	
JACKSON STATE UNIVERSITY	MS	

PEER GROUP FOR COMPREHENSIVE UNIVERSITIES

ALL COMPREHENSIVE I UNIVERSITIES

(page 5)

<u>NAME</u>	<u>STATE</u>	<u>PROJECTED FY 1991 PERCENTILE RANKING</u>
UNIV OF NORTH CAROLINA AT WILMINGTON	NC	
STOCKTON STATE COLLEGE	NJ	
HENDERSON STATE UNIVERSITY	AR	
ARBOISE STATE UNIVERSITY	ID	
NORFOLK STATE UNIVERSITY	VA	
AUSTIN PEAY STATE UNIVERSITY	TN	
FERRIS STATE COLLEGE	MI	
YOUNGSTOWN STATE UNIVERSITY	OH	
EASTERN MONTANA COLLEGE	MT	
WESTERN STATE COLLEGE OF COLORADO	CO	
UNIVERSITY OF SOUTHERN COLORADO	CO	
WINONA STATE UNIVERSITY	MN	
JACKSONVILLE STATE UNIVERSITY	AL	
LONGWOOD COLLEGE	VA	
MIDWESTERN STATE UNIVERSITY	TX	
LINCOLN UNIVERSITY	MO	
NORTHWEST MISSOURI STATE UNIVERSITY	MO	
INDIANA UNIVERSITY AT SOUTH BEND	IN	
SOUTHERN OREGON STATE COLLEGE	OR	
UNIVERSITY OF TEXAS AT EL PASO	TX	
TOWSON STATE UNIVERSITY	MD	
CENTRAL MISSOURI STATE UNIVERSITY	MO	
WEST GEORGIA COLLEGE	GA	
CHRISTOPHER NEWPORT COLLEGE	VA	
GEORGIA SOUTHERN COLLEGE	GA	
INDIANA UNIVERSITY AT KOKOMO	IN	
INDIANA U.-PURDUE U. AT FORT WAYNE	IN	
UNIV OF NEW HAMPSHIRE KEENE STATE COLL	NH	
MARY WASHINGTON COLLEGE	VA	
TROY STATE UNIVERSITY MAIN CAMPUS	AL	
NORTHEAST MISSOURI STATE UNIVERSITY	MO	
WEST TEXAS STATE UNIVERSITY	TX	
UNIVERSITY OF CENTRAL ARKANSAS	AR	
FRANCIS MARION COLLEGE	SC	
SALEM STATE COLLEGE	MA	
UNIVERSITY OF MINNESOTA AT DULUTH	MN	
UNIVERSITY OF WISCONSIN-OSHKOSH	WI	
UNIVERSITY OF WISCONSIN-STEVENS POINT	WI	
SOUTHERN U. A AND M COLLEGE MAIN CAMPUS	LA	
UNIVERSITY OF WISCONSIN-EAU CLAIRE	WI	
ARKANSAS STATE UNIVERSITY MAIN CAMPUS	AR	
SOUTHEAST MISSOURI STATE UNIVERSITY	MO	

PEER GROUP FOR COMPREHENSIVE UNIVERSITIES

ALL COMPREHENSIVE I UNIVERSITIES

(page 6)

<u>NAME</u>	<u>STATE</u>	<u>PROJECTED FY 1991 PERCENTILE RANKING</u>
AUBURN UNIVERSITY AT MONTGOMERY	AL	
MONTCLAIR STATE COLLEGE	NJ	
UNIVERSITY OF SOUTHERN INDIANA	IN	
MISSOURI WESTERN STATE COLLEGE	MO	
PURDUE UNIVERSITY NORTH CENTRAL CAMPUS	IN	
UNIVERSITY OF NEBRASKA AT OMAHA	NE	
UNIV OF SOUTH CAROLINA AT SPARTANBURG	SC	
UNIV OF SO.CAROLINA AT COASTAL CAROLINA	SC	
U. OF NEW HAMPSHIRE PLYMOUTH STATE COLL	NH	
SOUTHWEST MISSOURI STATE UNIVERSITY	MO	
SAM HOUSTON STATE UNIVERSITY	TX	
JAMES MADISON UNIVERSITY	VA	
GEORGIA COLLEGE	GA	
UNIVERSITY OF WISCONSIN-LA CROSSE	WI	
SOUTHERN UNIVERSITY AT NEW ORLEANS	LA	
SOUTHERN CONNECTICUT STATE UNIVERSITY	CT	
BRIDGEWATER STATE COLLEGE	MA	
FITCHBURG STATE COLLEGE	MA	
MANKATO STATE UNIVERSITY	MN	
MISSOURI SOUTHERN STATE COLLEGE	MO	
EASTERN CONNECTICUT STATE UNIVERSITY	CT	
WESTFIELD STATE COLLEGE	MA	
WESTERN CONNECTICUT STATE UNIVERSITY	CT	
MOORHEAD STATE UNIVERSITY	MN	
VALDOSTA STATE COLLEGE	GA	
RADFORD UNIVERSITY	VA	
WEST VIRGINIA INSTITUTE OF TECHNOLOGY	WV	
SOUTHWESTERN OKLAHOMA STATE UNIVERSITY	OK	
CENTRAL CONNECTICUT STATE UNIVERSITY	CT	
ANGELO STATE UNIVERSITY	TX	
TARLETON STATE UNIVERSITY	TX	
SOUTHEASTERN OKLAHOMA STATE UNIVERSITY	OK	
UNIVERSITY OF HOUSTON DOWNTOWN	TX	
PAN AMERICAN UNIVERSITY	TX	
LOUISIANA STATE UNIVERSITY IN SHREVEPORT	LA	
UNIVERSITY OF TEXAS AT SAN ANTONIO	TX	
UNIV OF COLORADO AT COLORADO SPRINGS	CO	
KENNESAW COLLEGE	GA	
SAINT CLOUD STATE UNIVERSITY	MN	
WORCESTER STATE COLLEGE	MA	
UNIVERSITY OF WISCONSIN-WHITEWATER	WI	
WASHBURN UNIVERSITY OF TOPEKA	KS	
FRAMINGHAM STATE COLLEGE	MA	

PEER GROUP FOR COMPREHENSIVE UNIVERSITIES

ALL COMPREHENSIVE I UNIVERSITIES

(page 7)

<u>NAME</u>	<u>STATE</u>	<u>PROJECTED FY 1991 PERCENTILE RANKING</u>
NORTHEAST LOUISIANA UNIVERSITY	LA	
WEST LIBERTY STATE COLLEGE	WV	
MCNEESE STATE UNIVERSITY	LA	
KEAN COLLEGE OF NEW JERSEY	NJ	
INDIANA UNIVERSITY SOUTHEAST	IN	
UNIVERSITY OF SOUTHWESTERN LOUISIANA	LA	
CAMERON UNIVERSITY	OK	
STEPHEN F. AUSTIN STATE UNIVERSITY	TX	
U. OF PUERTO RICO HUMACAO UNIV COLLEGE	PR	
FORT LEWIS COLLEGE	CO	
SOUTHEASTERN LOUISIANA UNIVERSITY	LA	
UNIVERSITY OF PUERTO RICO CAYEY UNIV COLL	PR	
MINOT STATE COLLEGE	ND	
UNIV OF PITTSBURGH JOHNSTOWN CAMPUS	PA	
WEST VIRGINIA STATE COLLEGE	WV	
BLUEFIELD STATE COLLEGE	WV	
NORTHERN STATE COLLEGE	SD	
EAST CENTRAL OKLAHOMA STATE UNIVERSITY	OK	
CENTRAL STATE UNIVERSITY	OK	
NICHOLLS STATE UNIVERSITY	LA	
METROPOLITAN STATE COLLEGE	CO	
SOUTHWEST TEXAS STATE UNIVERSITY	TX	
SHEPHERD COLLEGE	WV	
NORTHEASTERN OKLAHOMA STATE UNIVERSITY	OK	
FAIRMONT STATE COLLEGE	WV	
KEARNEY STATE COLLEGE	NE	
THOMAS A. EDISON COLLEGE	NJ	
U. OF THE STATE OF NY REGENTS COLL	NY	

III. ASSESSING QUALITY

Performance Evaluation

Rationale for Assessment

The importance of higher education -- and the many ways it improves our lives -- makes the quality of undergraduate education one of the most pressing issues facing the nation today. Yet across the United States, concerns about the quality of higher education have been raised by national studies, state higher education boards, state legislatures, the public, and the institutions of higher education.

Studies based on national samples of undergraduate students have documented areas of concern in the undergraduate curriculum and student learning. In addition, the ability of higher education to produce graduates capable of meeting the challenges of a rapidly changing economy and of complex social problems has come under increasing scrutiny in state and national forums. While we cannot assume the findings of national studies to be implicit criticisms of Washington state's higher education system, they have contributed to a "crisis of confidence" in higher education and an increasing emphasis on accountability for public tax dollars. Without clear documentation on the quality of undergraduate education in Washington state, public confidence in our institutions of higher education may erode and duplicate these national trends. Implementing assessment activities in our institutions of higher education is the first step towards improving the quality of undergraduate education.

What Is Assessment?

In the past, quality has been measured in terms of resources or inputs: the number of volumes in the library, the reputation of the faculty, the level of expenditures, and the characteristics of in-coming students. While these measures are easily quantifiable and generally available, they do not capture what students actually learn in their undergraduate experience. Assessment, on the other hand, emphasizes measures indicative of student learning, or "student outcomes."

The new public emphasis on assessment has coincided with increased institutional interest in moving what has been a peripheral activity to a process incorporated into the fabric of the institution. Assessment enables the institution to collect information on the quality of its courses, programs, and departments in order to improve upon its curricula and instruction. In addition, assessment has also been used as an accountability tool. These two purposes of assessment -- institutional improvement and public accountability -- should be mutually supportive. Establishing assessment processes in a cooperative manner greatly enhances the probability that institutions adopt accurate, informative, and innovative assessment measures which can achieve both goals of public accountability and institutional self-improvement.

When developed and adopted with the support of faculty and administrators, assessment measures can be useful tools for institutions to identify problems in the curriculum and instructional methods so that they can be improved in subsequent terms. An assessment program can also identify areas of particular strength which can serve as a foundation for further improvements or replication. Evaluations by alumni and their employers can help institutions to address changing employer or professional needs. Taken as a whole, institutional assessment efforts can provide important information for state policymakers and the public on the quality of higher education.

Washington's Road to Assessment

The Washington State Master Plan for Higher Education identified assessment for program and institutional quality as one of the Plan's four foundation elements. The Plan envisioned assessment as a link between two separate but complementary goals: to improve the quality of undergraduate education and to provide needed information about student outcomes to the HECB and other state policymakers. The Plan specified that progress on achieving the Board's funding goal for higher education was dependent on satisfactory progress by institutions in developing a performance evaluation system. Assessment and improved funding must proceed in tandem.

The Plan challenged the institutions of higher education to develop a multi-dimensional program of performance evaluation. Four initial means of assessing educational quality were identified:

- ▶ Follow-up data on graduates' work experience,
- ▶ Surveys about students' satisfaction with their educational experience,
- ▶ Surveys of employer satisfaction with employees' college preparation, and
- ▶ A pilot study of nationally-normed tests of communication, computation, and critical thinking skills to be administered at the end of the sophomore year.

To some extent, most institutions collect information based on alumni surveys, employer feedback, and the work experience of their graduates. However, the use of a nationally-normed sophomore test to measure critical thinking, communication and computation skills was controversial. The Board directed that committees of institutional personnel be formed to work with Board staff to determine whether a test of this kind would be appropriate. Two task forces of faculty and administrators -- one for the baccalaureate institutions and another for the community college system -- were formed. Their charge was to pilot test and to evaluate the usefulness and validity of a sophomore test as a measure of student achievement.

Three nationally-normed tests were selected for pilot testing: the College Outcome Measures Program (COMP), the Collegiate Assessment of Academic Proficiency (CAAP), and the Academic Profile (AP). Each test was designed to assess undergraduate student achievement. The CAAP and AP were designed to measure

student achievement in reading comprehension, writing, mathematics usage, and critical thinking. The three tests and a one-hour writing essay based on writing prompts provided by the American College Testing Program were administered to 1302 volunteer sophomore students from the four-year and community college systems.

At the May 1989 HECB meeting, the task forces reported the results of the pilot test (ICAO, 1989). They concluded that the "AP, the CAAP, and the COMP added relatively little reliable new information about students" above and beyond data already available. The report further concluded that none of the tests measured the separate academic skills of communication, computation, and critical thinking skills as specified in the Plan. Rather, the tests seemed to identify verbal and quantitative aptitude which proved impossible to disentangle from an assessment of reading comprehension. Thus, the tests tended to measure aptitude or innate ability rather than providing evidence of the effect of education and would therefore not be adequate indicators of institutional quality. These criticisms were supported by independent reviews of the tests made by faculty members from both the four-year institutions and the community colleges.

On the basis of this report, the HECB concluded that currently available standardized tests are not appropriate tools to assess the quality of undergraduate education. In order to assure reliable assessment of educational outcomes in the absence of standardized achievement tests, the Board adopted a modified assessment approach.

How Assessment Will Occur

Studies on assessment programs in other states suggest that several processes are important. First, time to develop clear institutional goals produces assessment measures that are tailored to the institution's specific needs. Second, assessment progresses best when it occurs in an environment of clear and open communication about the uses and expectations for assessment. Third, assessment measures and processes must be acceptable -- intuitively, philosophically, and intellectually -- to the faculty and staff who will use the information to improve curricula, instruction, and services. The measures must also be appropriate to the program and the institution, rather than being generic or potentially inconsistent with the role and mission of the institution. Fourth, faculty and staff must be involved in the adoption, development, or design of the measures as well as in the implementation of the procedures and analysis of the results.

In light of several studies describing the experiences of other states with assessment programs, and the findings of the two institutional task forces, the HECB adopted an approach to assessment which encourages institutional flexibility within a framework of statewide objectives. In its May 1989 meeting, the Board adopted a resolution (Appendix E) establishing six common components for institutional assessment plans, including:

- ▶ entry-level baseline data,

- ▶ alumni satisfaction surveys,
- ▶ employer satisfaction surveys,
- ▶ intermediate assessment of quantitative and writing skills,
- ▶ end-of-program assessments, and
- ▶ program review.

Each institution and the State Board for Community College Education were directed to submit work plans that would implement each of these six common components with measures and procedures appropriate to the institution. Thus, while each institution and the community college system were directed to gather information lending some statewide consistency, the measures and procedures will be uniquely tailored to the institutional mission, organization, objectives, and instructional philosophy. Institutions were also encouraged to:

- ▶ fully involve faculty and staff in the development of an assessment program,
- ▶ adopt assessment measures and procedures that are credible and useful to the people who will use the data,
- ▶ build upon the variety of assessment measures already collected by the institution,
- ▶ plan to disseminate assessment results in a timely manner,
- ▶ develop multiple measures of each outcome,
- ▶ attempt innovative ways to assess quality, and

- ▶ supplement (not supplant) quantitative with qualitative data.

In addition, the HECB recommended, and the Legislature agreed, that \$400,000 be appropriated to each four-year institution and the SBCCE in the 1989-91 biennium for the development of an educational assessment program.

The May 1989 HECB resolution on assessment also directed the Executive Director, in cooperation with the SBCCE and representatives of the public four-year institutions, to establish a reasonable timeline for implementation of institutional assessment systems. A first progress report was scheduled for no later than October 1989, at which time the institutions' initial work plans were presented to the HECB.

The Initial Work Plans

At the October 1989 Board meeting, each public four-year institution and the SBCCE reported on their progress in developing an assessment workplan, which included a preliminary description of the measures used for each of the six common components, target dates for implementation, and an expenditure plan for the \$400,000 appropriation. During the October presentation, the Board requested additional information in some instances and directed the establishment of a process for HECB staff to review product designs. These initial work plans are therefore evolving, as institutions learn more about the special needs of their campus and the Board requests further clarification. The four-year institutions will provide institution-specific data; the State Board for Community College Education will be conducting a system-wide assessment effort.

The first common component is **entry-level baseline data**. This information should improve understanding of the students' characteristics at the time he or she enters the institution. Institutions already have a wealth of such information, but it is often not integrated into a comprehensive assessment program. For example, each of the four-year institutions collect high school GPAs and available test scores of entering students (e.g., SAT, ACT, WPCT). The new assessment program will augment this information with new entry-level baseline data gained from such new sources as writing samples, retention measures, and objective skills testing.

The second common component is the **alumni satisfaction survey** which will assess whether graduates feel they have been well served by their educational experience. The majority of the four-year institutions already conduct such surveys through the placement office or individual departments, which can be expanded and improved with continued input from alumni. The institutions are cooperating to develop a number of common questions for this survey, as well as the employer survey which follows.

The third component is the **survey of employers**, to determine if the skills a student brings as an employee are meeting the needs of employers. Four-year institutions plan to address this component in a variety of ways, including employer satisfaction surveys, expanding the use of employers on curricular Advisory Boards, using employers on evaluation teams or visiting committees, and pilot testing the use of focus groups to determine employer needs.

The fourth component is an **intermediate assessment of quantitative and writing skills** to determine competence in these critical areas at a midpoint in the student's academic career. This assessment will help identify student deficiencies and may indicate needed curricular changes if deficiencies by many students persist. For this component, the institutions will be designing new or modified measures to assess quantitative and writing skills. For example, one institution will be exploring student portfolios of writing samples, another will incorporate student self-assessment with objective measures.

The fifth component, an **end-of-program assessment**, would measure a student's mastery of a specific field of knowledge. Methods of end-of-program assessment could include interviews with the department chair and oral exams; senior theses, exhibits and performances; licensure examinations and certification processes; capstone projects and seminars; and practica and internships.

The sixth and final component, **program review**, would integrate a variety of existing institutional review processes and products with assessment. Each four-year institution prepares program reviews for the HECB -- reviewing each academic program every 10 years -- and for accreditation agencies, professional societies, and internal budgeting purposes. The guidelines for the HECB program review process are presently under revision to incorporate information gained from the institution's enhanced assessment efforts and will focus on improvements implemented based on prior assessment results.

The State Board for Community College Education will collect data on the six common components, but their assessment program will encompass a system-wide effort at data collection and analysis. The system-wide research project will focus on outcomes experienced by the different student populations served by community colleges: vocational outcomes, transfer outcomes, and developmental education outcomes, as well as assessment of writing and quantitative skills and longitudinal studies. For each sub-population, the SBCCE will collect information relating to the six common components, including surveying both vocational and transfer alumni, employers, and modifying their present student information system to include new entry-level baseline data. Also, with the assistance of faculty and staff at each campus location, 10-15 local assessment projects will be designed and implemented through a competitive funding process. The SBCCE also plans two conferences on student outcomes to provide an opportunity for community college faculty and administrators to discuss ways of improving quality and to share successful improvement programs.

Implementing System-wide Assessment

The HECB will continue to assist the institutions with their planning for assessment and to monitor their implementation of the new activities. At this time, the design and elements of the assessment work plans are being modified by the institutions to increase consistency in reported data statewide (where possible), to improve objectivity, and to increase the likelihood of the assessment results being used by institutions, departments, and faculty for self-improvement.

Twice yearly reviews of the assessment work plans by the HECB are scheduled to begin May 1990, at which time plans should be finalized and some pilot tests completed. The first outcome data are scheduled to be available in Fall 1990. It is the Board's goal that, in time, the assessment results will produce clear and substantial documentation of the added value of higher education for the citizens of the state. It is the Board's expectation that by the time institutions achieve a level of funding equal to the 75th percentile of their peers, each institution will have in place a complete assessment system that will demonstrate student improvement resulting from the educational experience. The Board understands that its responsibility extends beyond the time when assessment is initiated on campuses. It intends, therefore, to annually review and evaluate educational quality and student achievement and to summarize this information in progress reports to the state's citizens and legislators.

References

Interinstitutional Committee of Academic Officers. (May, 1989).

The validity and usefulness of three national standardized tests for measuring the communication, computation, and critical thinking skills of Washington state college sophomores. General report.



STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way, GV-11 • Olympia, Washington 98504 • (206) 753-2210 • (SCAN) 234-2210

RESOLUTION NO. 89-1

WHEREAS, The Higher Education Coordinating Board (HECB) acknowledges the joint report from the two-year and four-year institutions and compliments the Interinstitutional Committee of Academic Officers and the community college system for completion of a high quality study; and

WHEREAS, The HECB establishes the purpose of the Washington State higher education performance evaluation program to accomplish two complementary goals: (1) to provide a means for institutional self-evaluation and improvement, and (2) to meet the state's need for institutional accountability in order to assure quality in the state's higher education system; and

WHEREAS, The HECB agrees to refine the performance evaluation program as initially recommended in the 1987 Master Plan to encourage institutional flexibility within a framework of statewide objectives; and

WHEREAS, The HECB directs that the performance evaluation programs developed by each four-year institution and the community college system shall incorporate the following common components:

- collection of entry-level baseline information;
- intermediate assessment of quantitative and writing skills and other appropriate intermediate assessment as determined by the institution;
- end-of-program assessment;
- post-graduate assessment of the satisfaction of alumni and employers;
- periodic program review; and

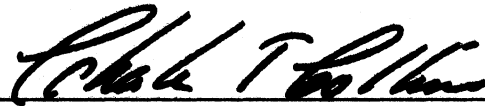
WHEREAS, the HECB agrees to appoint a subcommittee to work with staff and institutional representatives to continue development of an effective performance evaluation program; therefore, be it

RESOLVED, That the Executive Director, in cooperation with institutional representatives and State Board for Community College Education staff, is directed to establish a reasonable timeline for implementation of the state's higher education performance evaluation program, which shall include a first progress report to the HECB no later than October 1989, and periodic progress reports thereafter; and

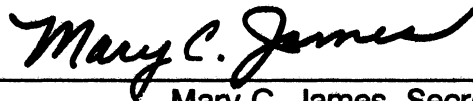
BE IT FURTHER RESOLVED, That the Executive Director shall report a proposed implementation schedule to the Board for review at the July HECB meeting.

Adopted:
May 17, 1989

Attest:



Charles T. Collins, Chair



Mary C. James, Secretary

IV. COMMITTING TO QUALITY

A New Admissions Policy

In developing the fourth foundation element in the Master Plan, the Board sought a way to balance access and quality. A new admissions policy was developed to match student preparedness the institution most suited to ensure a student's academic success.

Board Action

The Higher Education Coordinating Board is required by law to establish minimum requirements for admission to Washington's baccalaureate institutions (RCW 28B.80.350). In the Master Plan, the Board described its vision of a new admissions policy:

This policy encourages access to higher education for all who might benefit, but recognizes that admission policies that encourage and sustain students who are underprepared or mismatched is poor public policy. Implementing an admissions system with three initial points of access permits students to enter institutions most appropriate to their educational goals, academic preparation, interests, and past achievement (Building a System, p. 30).

Public comment was offered on the Board's proposed policy, and Board action approving the policy occurred in February and April, 1988. The process of phasing in the policy began in fall 1989, with full implementation of all provisions to occur by fall 1992.

The policy focuses on the admission of (1) first-time students attending public universities at the freshman level, with applicants under 21 and over 21 years of age considered separately, and (2) students entering the first year of graduate study. Undergraduate admission to branch campuses, which will not offer lower-division coursework, will be governed by the institution's transfer policy or by subsequent policies adopted by the Board. A revised HECB transfer policy, including admission requirements for transfer students, is currently under consideration.

The development of the Higher Education Coordinating Board policy statement on admission was undertaken, beginning in February 1987, with the assistance of representatives of the public colleges and universities. Agreement was reached on the use of the "probability of success" principle in admitting freshmen under 21 years of age.

Since predictions of future success must be grounded on past achievements, for freshmen entering directly from high school, the grade point average earned in high school is the primary indicator of potential success. A standardized test score provides a second indicator of potential success. The first is a better predictor than the second, but the two combined in an index produce the best predictability of success.

First-time freshmen under 21 years of age will be required to demonstrate a 65 percent probability of success, based on a combination of a test score and the grade

point average earned in high school, for admission to a state comprehensive university and The Evergreen State College. For the two research universities, a freshman applicant will be required to demonstrate an 80 percent probability of success.

Proposed grade and test score combinations to be required of freshman applicants beginning in the fall 1990 were included in the policy statement circulated by the Board in the spring of 1988. These combinations were developed using the high school grades and test scores, matched to the college or university grades of a sample of freshmen who entered the public four-year institutions in fall 1985. To ensure validity, similar data have now been analyzed for every freshman class since fall 1985. The indexes of minimum grade and test score combinations required in fall 1990 and thereafter are based on the actual experiences of freshmen entering the public college and universities in fall 1987 and 1988. (See Tables 1 and 2.)

The Board will continue its practice of collecting data on the performance of each freshman class and update the indexes as needed. A final component of the Higher Education Coordinating Board minimum admissions policy for freshman is based on the fact that students who take challenging courses in high school are better prepared and enjoy an easier transition from high school to college. Beginning in fall 1992, freshman applicants must complete no fewer than 15 units of coursework in specified academic subjects. (See Table 3.) The completion of certain coursework is already required of applicants to some institutions.

The Board took a similar approach in adopting minimum admission standards for first year graduate students. Admissibility for first year graduate students is determined on

the basis of a combination of grades earned in the last 90 quarter hours or 60 semester hours of their undergraduate programs, and scores on appropriate tests (e.g., the Graduate Record Examination, Graduate Management Admission Test, Law School Admission Test).

In order to provide the opportunity for access to applicants whose grades and scores alone do not indicate a probability of college success, Board policy establishes a standard for the regular admission of first-time freshmen 21 years of age or older. The Board policy also allows each institution to use alternative admission standards in selecting up to 15 percent of the first-time freshmen and ten percent of the first year graduate students who enroll each academic year. All alternative standards for admission must include the requirement that applicants present strong evidence of motivation and future success.

The Legislature's Actions

RCW 28B.80.350 requires the Higher Education Coordinating Board to establish minimum requirements for admission to Washington's public baccalaureate institutions. No further legislative action has been taken or is required to adopt these admission standards.

TABLE I

**HIGHER EDUCATION COORDINATING BOARD
ADMISSION PROBABILITY MINIMUMS FOR**

**Research Universities (UW and WSU)
Effective Autumn 1990**

High school grade-point average and test score combinations that produce the required minimum admission index of 28 (80 percent probability of a 2.00 GPA)

To use this table, find the applicant's high school gpa in the GPA column. The applicant meets the statewide admission probability minimum if the test score equals or exceeds the corresponding score in the appropriate test score column.

GPA	SAT	WPC	ACT*
2.29	1500	156	35
2.30	1490	155	35
2.31	1480	154	35
2.32	1460	152	34
2.33	1450	151	34
2.34	1440	150	34
2.35	1430	149	34
2.36	1420	149	34
2.37	1400	147	34
2.38	1390	146	33
2.39	1380	145	33
2.40	1370	144	33
2.41	1360	143	33
2.42	1340	141	33
2.43	1330	141	32
2.44	1320	140	32
2.45	1310	139	32
2.46	1300	138	32
2.47	1280	136	31
2.48	1270	135	31
2.49	1260	134	31
2.50	1250	133	31
2.51	1240	133	31
2.52	1220	131	30
2.53	1210	130	30
2.54	1200	129	30
2.55	1190	128	30
2.56	1180	127	30
2.57	1160	125	29
2.58	1150	125	29
2.59	1140	124	29

GPA	SAT	WPC	ACT*
2.60	1130	123	28
2.61	1120	122	28
2.62	1100	120	28
2.63	1090	119	28
2.64	1080	118	27
2.65	1070	117	27
2.66	1060	117	27
2.67	1040	115	26
2.68	1030	114	26
2.69	1020	113	26
2.70	1010	112	26
2.71	1000	111	25
2.72	980	109	25
2.73	970	109	25
2.74	960	108	24
2.75	950	107	24
2.76	940	106	24
2.77	920	104	23
2.78	910	103	23
2.79	900	102	23
2.80	890	101	22
2.81	880	101	22
2.82	860	99	21
2.83	850	98	21
2.84	840	97	21
2.85	830	96	21
2.86	820	95	21
2.87	810	94	21
2.88	790	93	20
2.89	780	92	20
2.90	770	91	19

GPA	SAT	WPC	ACT*
2.91	760	90	19
2.92	750	89	19
2.93	730	87	19
2.94	720	86	19
2.95	710	85	18
2.96	700	85	18
2.97	690	84	18
2.98	670	82	17
2.99	660	81	17
3.00	650	80	17
3.01	640	79	17
3.02	630	78	17
3.03	610	77	16
3.04	600	76	16
3.05	590	75	16
3.06	580	74	15
3.07	570	73	15
3.08	550	71	14
3.09	540	70	14
3.10	530	69	14
3.11	520	69	14
3.12	510	68	14
3.13	490	66	13
3.14	480	65	12
3.15	470	64	12
3.16	460	63	11
3.17	450	62	11
3.18	430	61	9
3.19	420	60	8
3.20	410	59	7
3.21	400	58	6

* Enhanced ACT score

TABLE 2

**HIGHER EDUCATION COORDINATING BOARD
ADMISSION PROBABILITY MINIMUMS FOR**

**Regional Universities & Colleges (CWU, EWU, TESC, WWU)
Effective Autumn 1990**

High school grade point average and test score combinations that produce the required minimum admission index of 13 (65 percent probability of a 2.00 GPA)

To use this table, find the applicant's high school gpa in the GPA column. The applicant meets the statewide admission probability minimum if the test score equals or exceeds the corresponding score in the appropriate test score column.

<u>GPA</u>	<u>SAT</u>	<u>WPC</u>	<u>ACT*</u>
2.00	1420	149	34
2.01	1410	148	34
2.02	1390	146	33
2.03	1380	145	33
2.04	1370	144	33
2.05	1360	143	33
2.06	1350	142	33
2.07	1330	141	32
2.08	1320	140	32
2.09	1310	139	32
2.10	1300	138	32
2.11	1290	137	32
2.12	1270	135	31
2.13	1260	134	31
2.14	1250	133	31
2.15	1240	133	31
2.16	1230	132	31
2.17	1210	130	30
2.18	1200	129	30
2.19	1190	128	30
2.20	1180	127	30
2.21	1170	126	29
2.22	1150	125	29
2.23	1140	124	29
2.24	1130	123	28
2.25	1120	122	28
2.26	1110	121	28
2.27	1090	119	28
2.28	1080	118	27

<u>GPA</u>	<u>SAT</u>	<u>WPC</u>	<u>ACT*</u>
2.29	1070	117	27
2.30	1060	117	27
2.31	1050	116	27
2.32	1030	114	26
2.33	1020	113	26
2.34	1010	112	26
2.35	1000	111	25
2.36	990	110	25
2.37	980	109	25
2.38	960	108	24
2.39	950	107	24
2.40	940	106	24
2.41	930	105	24
2.42	920	104	23
2.43	900	102	23
2.44	890	101	22
2.45	880	101	22
2.46	870	100	22
2.47	860	99	21
2.48	840	97	21
2.49	830	96	21
2.50	820	95	21
2.51	810	94	21
2.52	800	93	20
2.53	780	92	20
2.54	770	91	19
2.55	760	90	19
2.56	750	89	19
2.57	740	88	19

<u>GPA</u>	<u>SAT</u>	<u>WPC</u>	<u>ACT*</u>
2.58	720	86	19
2.59	710	85	18
2.60	700	84	18
2.61	690	84	18
2.62	680	83	17
2.63	660	81	17
2.64	650	80	17
2.65	640	79	17
2.66	630	78	17
2.67	620	77	16
2.68	600	76	16
2.69	590	75	16
2.70	580	74	15
2.71	570	73	15
2.72	560	72	14
2.73	540	70	14
2.74	530	69	14
2.75	520	69	14
2.76	510	68	14
2.77	500	67	14
2.78	480	65	12
2.79	470	64	12
2.80	460	63	11
2.81	450	62	11
2.82	440	61	10
2.83	420	60	8
2.84	410	59	7
2.85	400	58	6

* Enhanced ACT score

TABLE 3

**HIGHER EDUCATION COORDINATING BOARD
MINIMUM HIGH SCHOOL CORE COURSE REQUIREMENTS**

4 years ENGLISH

3 years MATHEMATICS

2 years SCIENCE, including at least one laboratory science

3 years SOCIAL STUDIES

2 years of a single FOREIGN LANGUAGE

1 year FINE, VISUAL, AND PERFORMING ARTS, or other academic elective

TOTAL: 15 subject years

NOTE: It is intended that the competencies achieved by completion of these courses provide the student the preparation necessary to succeed in a college or university. The matter of which courses will satisfy this requirement is addressed in Appendix B.

A long-range objective, toward which work has just begun, is the identification of competencies (rather than courses) students need in order to succeed in college. The Freshman Competency Project involves K-12 and postsecondary education faculty in English and mathematics. The English and mathematics committees have two charges: identify the minimum competencies that students need to succeed as college freshmen, and propose a means for establishing channels of regular communication and dialogue among common school and higher education faculty. The projected timeline for the committees to complete their work is April 1, 1990. Work toward similar objectives in the subject areas of science, social studies, foreign language, and the fine, visual, and performing arts is expected to begin shortly thereafter.

V. ADDITIONAL ISSUES

Since the adoption of the 1987 Master Plan, the Board has addressed a number of issues that are significant for the higher education system. This section highlights Board actions on three such issues: Minority participation in higher education, tuition and fees, and student financial aid.

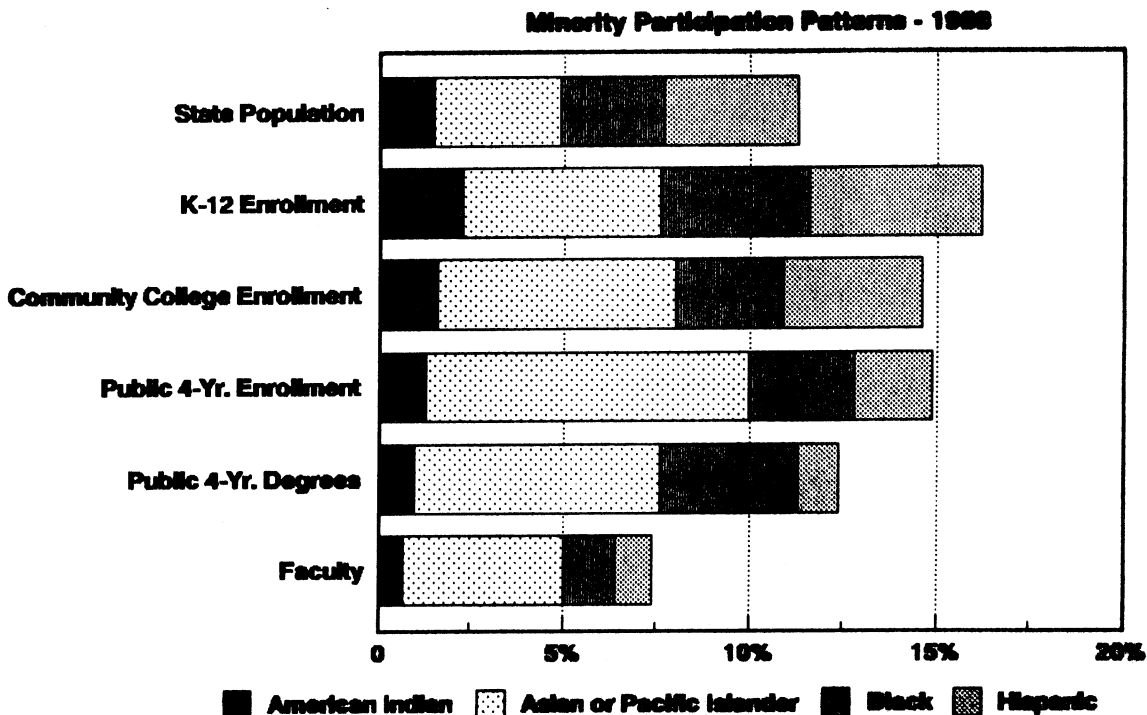
MINORITY PARTICIPATION

Education has long served as a primary route of access for members of disadvantaged groups. The importance of this role for higher education is underscored by the increasing racial and ethnic diversity of Washington's population. Although Washington's institutions of higher education have demonstrated a continuing commitment to minority issues, new solutions will be needed to attain current goals of full participation.

Minority Participation Patterns

Minority groups represent a larger portion of Washington's student age population than of the total state population. This can be seen in the following bar graph by comparing the "State population" bar (11%) with the "K-12 [Public and Private] enrollment" bar (16%).

Minority enrollment in community colleges (14%) and public four-year institutions (15%) also reflects the younger age structure of the state's minority population. Historically, American Indian, Black and Hispanic students have not been prepared for, recruited by, or enrolled in, higher education at the same rate as their white peers.



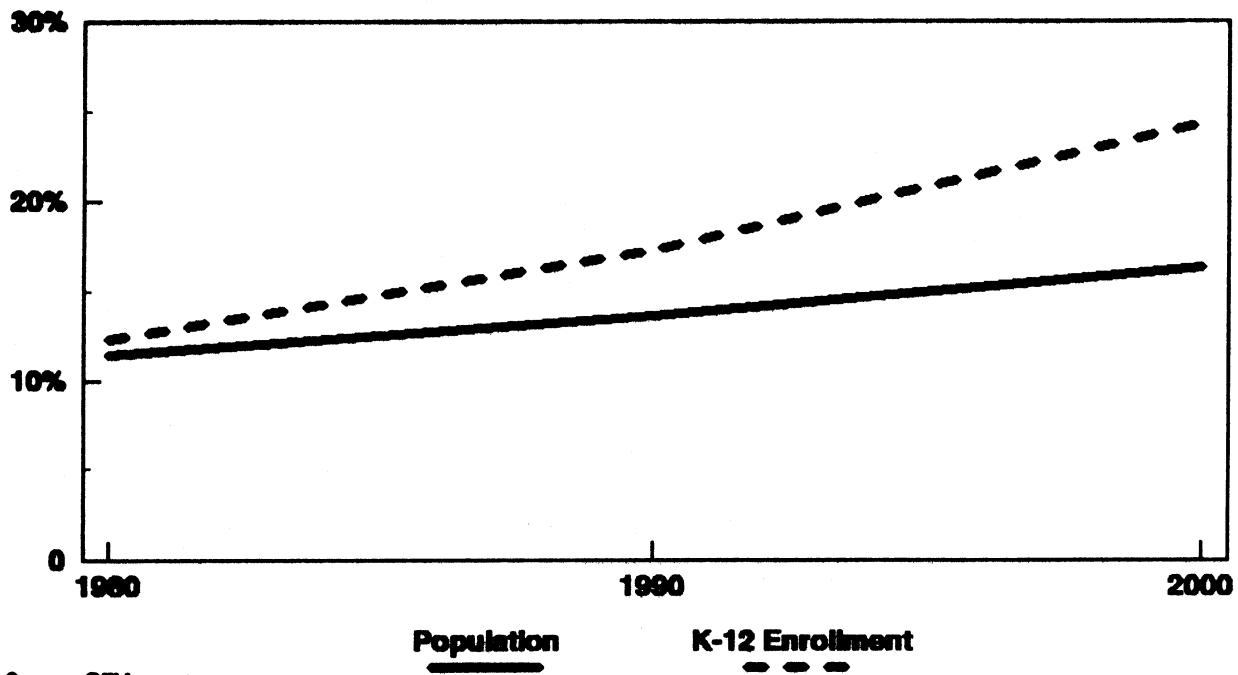
The "Public 4-Year Degrees" bar shows that, with the exception of some Asian or Pacific Islander students, higher education students from each minority group are less likely than their white peers to complete their programs of studies. This indicates that, in addition to problems in preparation and recruitment, there are also problems in retention of minority students.

A final problem evident in this chart is that the proportion of minority faculty is even lower than the proportions of minority degree seekers or degree completers. The absence of role models often has been cited as a major barrier to minority achievement and may be expected to be one reason for lower minority enrollment and graduation rates on Washington's campuses.

Minority Population Trends

Washington's minority population is growing. The Office of Financial Management estimates that the state's minority population grew by over 30 percent between 1980 and 1988, compared to a total population growth of only 10% during the same period. The growth was even higher in the younger population: Public and private K-12 minority school enrollment grew by 38 percent, compared to a total enrollment increase of only 5 percent.

The graph below is based on the assumption that minority participation in higher education will continue to grow through 2000 at the same rate as in the 1980's. If these trends continue, Washington's higher education institutions will be increasingly recruiting potential students from populations with historically low participation rates in higher education.



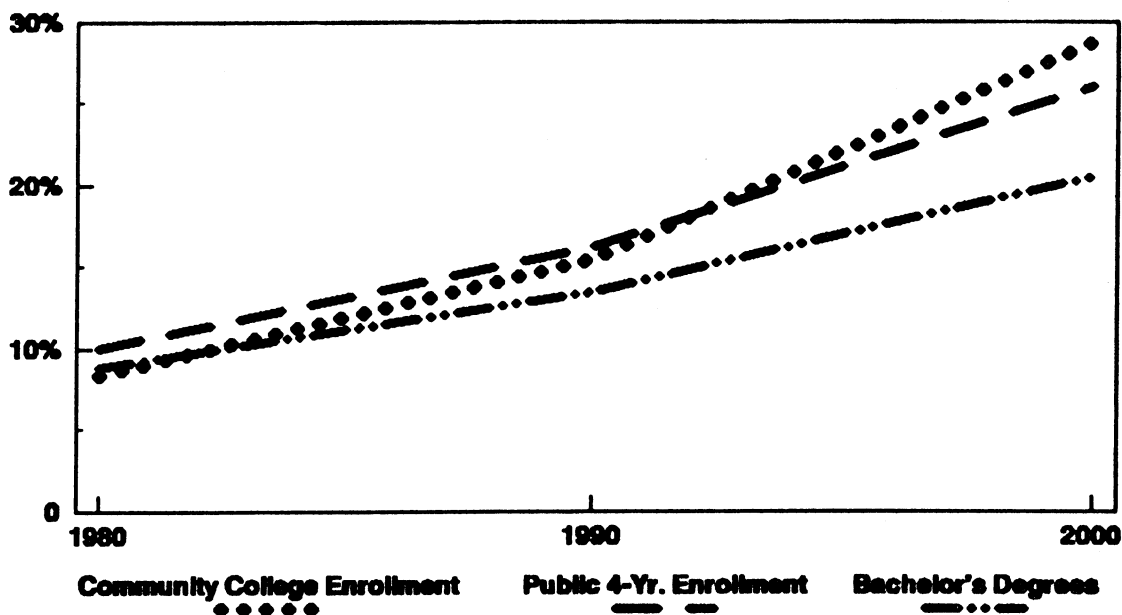
Minority Participation Trends

If current trends continue, even at currently lower minority participation rates in higher education, minority students will represent over 25 percent of the students at community colleges and public four-year institutions by the year 2000.

Current trends also would suggest a wider gap between the proportion of minority students attempting the baccalaureate degree and the number completing it.

minority students. One difficulty faced by some potential students from minority groups is inadequate preparation for higher education. Closer coordination with the public school system is needed to increase the number of college bound minority students.

Academic assistance, counseling, and skills training for students whose pre-baccalaureate education might not have adequately prepared them for the challenges of higher education is particularly important for minority students. Inadequate prepara-



Source: OFM

The Challenge

The challenge before Washington's education system is to find, recruit, retain and graduate not only increasing numbers but also increasing proportions of minority students. Without these students, Washington will face declining enrollments and an undereducated work force.

To meet this challenge, Washington's higher education institutions will need to respond to some of the unique needs of

tion is frequently characteristic of schools in low income neighborhoods where minority families often reside due to their lower family income. Preparation can be improved by effective counseling and skills training at the higher education level.

Improved financial aid opportunities will be needed. Minority group families earn approximately 60 percent as much as white families (1980 Census). Consequently, they have fewer resources to pay for higher education.

Effective role models and mentors are needed by all students, but especially by those students whose previous environment may not have exposed them to the values and expectations of higher education. Faculty members sensitive to the unique cultural and social experiences of minority students are particularly instrumental to their success.

Board Actions

In response to these challenges, the Higher Education Coordinating Board has begun a variety of organizational, programmatic, and policy initiatives.

The HECB has convened a Special *Ad Hoc* Advisory Committee on Minority Affairs and a Minority Affairs Advisory Council. Both of these groups have aided the Board by collecting information on the status of minorities in higher education and by identifying issues for consideration by the Board. HECB staff also are working with staff from the Office of Financial Management, the Governor's Office, and public higher education institutions to improve the collection and analysis of information on student, faculty and staff minority group status.

The HECB recommended \$9.1 million in programs for the 1989-91 biennium to enhance the recruitment, retention, and employment of underrepresented groups as its third ranked budget priority (after SAFE funding levels and assessment). This request was not funded by the 1989 legislature. The HECB also recommended a significant increase in financial aid to address the needs of low income students as its fourth budget priority. A major portion of this request was approved.

The HECB used existing funds to create a part-time Acting Director for Minority Affairs in 1988, replaced by a full-time Associate Director for Minority Affairs and Academic Programs in 1989. This position is intended to coordinate the activities of higher education institutions in their efforts to improve service to minority populations, as well as to help the Board identify, clarify, and define state policy issues in this area.

In addition, the HECB has implemented several innovative programs to prepare, attract and retain minority postsecondary students.

SMART. The purpose of the Summer Motivation and Academic Residential Training program is to improve high school completion rates of at risk youth by providing a residential experience on a university campus. The program also exposes the students to opportunities available through postsecondary education. This program is administered by the HECB in collaboration with the Employment Security Department, the Office of the Superintendent of Public Instruction, the State Board for Community College Education, the State Board for Vocational Education, several universities, numerous local Private Industry Councils, and over forty-five local school districts. This program is currently funded by HECB grants to institutions, state Work Study funds, federal State Student Incentive grant funds, and local Job Training Partnership Act funds from local Private Industry Councils and the State Board for Vocational Education. The HECB decided in October 1989 to pursue legislative authority to continue to administer the SMART program beyond the current demonstration period.

COMP. The College Opportunities Mentorship Program provides early educational outreach in the Yakima Valley. The intent of the outreach is to improve the quality of life for Hispanic and Native American residents by providing information to students and their families about educational opportunities and available financial assistance to pursue higher education opportunities. The COMP project represents a partnership between Heritage College and the Higher Education Coordinating Board. The HECB funds the project through a pilot project grant and state and federal work study funds which pay coordinator and mentor salaries.

MORE. The purpose of the Minority Outreach, Remediation, and Employment Program is to assist the increasing number of ethnic minority youth, ages 14-19, who are academically underprepared, economically disadvantaged, unemployed, and may be at severe risk of dropping out of school or have already dropped out of school. College work study eligible students are recruited to work part time during the school year and full time during the summer in outreach, recruitment, counseling, testing, job development and placement. This program is jointly funded by Employment Security Job Training Partnership Act Funds and HECB federal State Student Incentive Grant funds.

The HECB has attempted to address the needs of minority students in a number of its policy actions. Its development of branch campuses rested in part upon the need to increase minority participation in higher education in previously underserved areas. The Board also identified the needs of minority students in its tuition study as a basis for recommending increased funding levels. The new admissions policy promulgated by the HECB in the Master Plan retains the community college "open door" admissions

policy and includes alternative freshman admissions standards for a limited percentage of entering students at public four-year institutions who might not be appropriately evaluated by standardized test scores and grade point averages:

The new admission standards should be implemented in a manner that will encourage more minorities to enter and complete college. Participation of minority students in higher education is important, but it is equally important to ensure their success. It is imperative that higher education officials work cooperatively with the public schools to encourage and support minority students to successfully complete high school. This involves outreach activities that provide students at the middle and junior high school level early contact with the higher education community. At the same time, colleges and universities must work closely with employers to ensure that minority students who successfully complete higher education programs find appropriate employment. (Building a System, p. 32)

Up to this point the HECB has served as a stimulator and innovator for public higher education in minority affairs in the spirit of the preceding statement. With the appointment of an Associate Director for Academic Programs and Minority Affairs, the Board will consider in the next six months staff proposals for a strategic plan that will promote increased minority participation in higher education. The plan will be based on recommendations developed by the Minority Affairs Advisory Council and the Minority Affairs Task Force of the Interinstitutional Committee of Academic Officers.

FINANCIAL AID

Background

Student financial aid is an essential cornerstone to a strong system of higher education in Washington State, complementing admissions, enrollments and tuition pricing policies. The Board's Master Plan called for a study of student financial aid policy, to be completed by September of 1988. The results of this study were to be reported in the Board's first biennial update to the Master Plan.

The Board's Actions

The scope of the Board's study was limited to state student financial aid matters, but conducted within the context of broader higher education financing patterns and federal student aid policy. The process spanned nearly a year, involving legislators, educators, students, business professionals and over 20 organizations and associations. The Board staff convened two issue oriented colloquia and three public hearings, each chaired by a Board member. Ultimately, consensus was reached, Board approval was secured in September, 1988, and a legislative agenda was formed for the 1989 session. A number of specific program changes grew out of the study. These include:

Restructuring the Washington State Need Grant (SNG) Program

The Washington State Need Grant program is the state's primary source of financial aid provided to assist low-income students with college costs. The program helps to ensure access for those academically qualified students who, but for this aid, would not be able to attend college. The old program

(retaining its original design since 1969) offered each eligible student a flat grant of \$900 regardless of college costs. The revised program implements a variable grant -- one which bases student eligibility on the student's cost-of-attendance and ability to contribute to that cost. The Board's policy stipulates that a needy student's "base grant" should be no less than 15 percent of the cost of education and no more than 20 percent.

Other features central to the redesigned program included the following:

- ▶ Within available resources, the first priority is to serve students whose expected family contributions are \$900 or less, with a maximum base grant equal to 15 percent of the student's cost-of-attendance.
- ▶ Undergraduate fifth year students and part-time students (six credits or more) should be made eligible for a State Need Grant commencing 1990-91. Awards to part-time students will be prorated.
- ▶ Students with dependents in need of care should receive an annual increase over the base grant of \$400 for a full-time student and \$200 for a part-time student. It is recognized that this amount is but a fraction of what is needed in most cases for dependent care, but nevertheless comprises a meaningful contribution when added to other public and private sources.
- ▶ The state should provide "choice" for low-income eligible students by recognizing the student's higher cost-of-attendance at independent colleges and universities, and by authorizing a proportionally higher grant.

Funding of State Student Financial Aid Programs

Central to the Board's study on student financial aid was the question of funding. "What policies should govern funding for state appropriated student financial aid programs?"

After careful analysis of different approaches, the Board recommended a modification to an existing statute which expresses the Legislature's intent to increase student aid as tuition and fees charges are increased (RCW 28B.15.065). Current law states that an amount equal to 24 percent of increased tuition and fees revenues should be appropriated for increased state student financial aid. The Board recommended that the percentage be raised from 24 to 35 percent, effective 1991-93. When the current law was authorized in the late 1970's, 24 percent of the enrolled students in the state needed assistance; during the 1985-87 biennium 35 percent needed assistance.

Increasing Public Information Efforts

The Board stipulated that it should continually review its public information efforts to ensure that they are adequate. It also encouraged staff to continually demonstrate new ways of delivering clear, timely, and understandable information about higher education opportunities and student financial aid to the public, calling for special efforts in order to reach minorities, disadvantaged and non-traditional populations.

At its September, 1988 meeting, the Board directed the staff to seek the appropriate legislative changes and appropriations essen-

tial to implement the restructured State Need Grant program and its other student aid recommendations. Consequently, a student aid legislative package was developed for the 1989 session.

The Legislature's Actions

The Legislature approved State Need Grant program statutory changes incorporating fifth year and part-time students. The Legislature also approved sufficient funding to implement the Board's major program recommendations during the 1990-91 academic year with the exception of the Board's recommendation on "choice" of institution.

The "choice" recommendation would have permitted a larger grant for a student at an independent college since the value of the base State Need Grant program would vary with the cost of attendance. The Legislature, through a budget proviso, limited the maximum base grant for a student attending an independent college to the maximum grant available at a research university.

Legislation recommending a change in the financial aid funding formula (from 24 percent to 35 percent of increased tuition and fees revenue) failed. Nevertheless, in funding the state programs for the 1989-91 biennium the Legislature exceeded the increase which a 35 percent formula would have yielded.

Legislative action was not required for implementation of the Board's recommendations for improved public information about student financial aid opportunities.

Implementing the Recommendations

The restructured State Need Grant program will be operative during the 1990-91 academic year. The program must be ready for implementation in early January, 1990--the point at which students will begin filing financial aid applications for the 1990-91 academic year. Staff have worked closely with advisory committees of financial aid administrators to design and prepare the restructured SNG program for implementation. Administrative rules will be written and public hearings convened during the last few months of the 1989 calendar year.

The Board has also issued several publications over the past several months to promote better public information on higher education opportunities and student aid programs. These efforts will continue throughout the ensuing biennium.

TUITION AND FEES

RCW 28B.80.330(5) provides that the Board shall "recommend tuition and fee policies and levels based on comparison with peer institutions." Consistent with that statute, the Board in 1988 recommended to the 1989 session of the Legislature a substantial change from the method by which tuition and fees at public colleges and universities are currently established.

The Board reviewed the current Washington tuition and fees policies as well as tuition and fees rates on a national basis. The current tuition and fee rates are "cost-based": students pay a statutorily fixed percentage of the "educational cost." These costs are determined through a cost-study done for each sector and level. The current statutory percentages of cost are shown in Table 1.

TABLE 1
Statutory Percentages of Cost

	<u>Research Universities</u>	<u>Comprehensive Colleges & Universities</u>	<u>Community Colleges</u>
Resident Undergrad	33.33%	25.00%	23.00%
Resident Graduate	23.00%	23.00%	--
Nonresident Undergrad	100.00%	100.00%	100.00%
Nonresident Graduate	60.00%	75.00%	--

In many instances the current fee structure results in rates substantially in excess of national averages, especially with respect to graduate and nonresident rates. Without changes by the Legislature, the fees for the current year (1989-90) compared to national averages were projected as indicated on Table 2.

The Board's proposal would have changed the setting of tuition to a "market-based" rather than a "cost-based" rate. Specifically, the Board recommended that tuition and fees be set at the national average by sector, but that current rates in excess of the

TABLE 2
Fees for Current Year (1989-90) Compared to National Averages

	<u>Current Statute</u>	<u>National Average</u>	<u>Difference (Current - National)</u>	
Research				
Resident Undergrad	1,827	1,922	(95)	(5.2%)
Resident Graduate	2,838	2,127	711	25.1%
Nonresident Undergrad	5,082	5,246	(164)	(3.2%)
Nonresident Graduate	7,083	5,196	1,887	26.6%
Comprehensive				
Resident Undergrad	1,470	1,557	(87)	(5.9%)
Resident Graduate	2,907	1,654	1,253	43.1%
Nonresident Undergrad	5,142	3,836	1,306	25.4%
Nonresident Graduate	8,925	3,735	5,190	58.2%
Community Colleges				
Resident	822	875	(53)	(6.4%)
Nonresident	3,234	2,492	742	22.9%

Institutional representatives have argued that the current system results in high non-resident rates that put them at a disadvantage to attract the highest caliber nonresident graduate students necessary for high quality graduate programs.

national average be held constant until the national average caught up with them.

On this basis the rates for 1989-90 were projected to be as shown on Table 3 (next page).

TABLE 3
Projected Fee Rates for 1989-90
HECB PROPOSAL

Research		
Resident Undergraduate	1,922	National Average
Resident Graduate	2,601	Current Rate - Constant
Nonresident Undergraduate	5,246	National Average
Nonresident Graduate	6,474	Current Rate - Constant
Comprehensive		
Resident Undergraduate	1,557	National Average
Resident Graduate	1,863	Current Rate - Constant
Nonresident Undergraduate	4,584	Current Rate - Constant
Nonresident Graduate	5,553	Current Rate - Constant
Community Colleges		
Resident	875	National Average
Nonresident	3,075	Current Rate - Constant

Under this concept the rates in future years would have increased at the same pace as the national average, including the rates held constant once the national average reached them.

The Board also proposed that the per credit hour tuition rates for part-time students be set at one-twelfth the full-time rate rather than the current practice of one-tenth; this addressed the equity question of charging part-time students up to 50 percent more for the same number of credits as charged a full-time student taking an average of 15 credit hours per term. The Board also

proposed that the over 18 credit hour surcharge be eliminated to remove a financial disincentive for students to accelerate the completion of their academic programs.

Legislative Response

In response to the Board's proposal the Legislature directed the Board to conduct an educational cost study encompassing the 1989-90 academic year and again recommend to the Legislature in 1991 a modified tuition fees structure based upon educational cost. During the interim the current rate structure will remain in place which results in tuition rates for 1989-90 year as shown in Table 4.

TABLE 4
Tuition Rates for 1989-90 Using Current Rate Structure

Research	
Resident Undergraduate	1,827
Resident Graduate	2,838
Nonresident Undergraduate	5,082
Nonresident Graduate	7,083
Comprehensive	
Resident Undergraduate	1,518
Resident Graduate	2,457
Nonresident Undergraduate	5,325
Nonresident Graduate	7,440
Community Colleges	
Resident	822
Nonresident	3,234

Though the Legislature did continue the current rate structure for 1989-90, it adopted a different cost base for the comprehensive institutions than that previously used. The effect of this was lower rates than otherwise would have been implemented. (See "Current Statute" rates in earlier table.)

Current Status

The Board staff has begun working with the institutions to update the procedures for conducting the educational cost study. This includes helping institutions to develop faculty activity analysis instruments (for those institutions that do not already have one in place) and updating cost study procedure manuals. Initial data collection at each institution will take place for the fall quarter-

semester and then again after each subsequent academic period of the year. Following the close of the fiscal year, institutions will aggregate the fiscal year data, make allocations of costs among programs and student levels, and then submit their data to the Board for analysis and compilation. The cost study results will be ready in late fall of 1990 for use by the Board in developing its tuition structure recommendation and for reporting to the Legislature in 1991.

A survey of tuition and fees for the new national peer groups is underway now. The results of the survey along with various comparisons and analyses will be available to the Board next spring for its use in considering alternative tuition structures.

VI. REALIZING QUALITY Implementation

ACTION	AGENT(S)	DATE	STATUS
Provide Increased Service to Urban Areas			
Submit plans for service to Vancouver	WSU, HECB	5/1/88	Completed
Submit plans for service to the Tri-Cities	WSU, HECB	6/1/88	Completed
Submit plans for service to Spokane	WSU, EWU, HECB, Spokane Joint Center Board	7/1/88	Completed
Submit plan for development of a center for advanced studies in Spokane	WSU	7/1/88	Completed
Submit plans for service to Puget Sound	UW, HECB	8/1/88	Completed
Establish a New Funding Basis			
Complete development of marginal cost factors and cost elements for use in SAFE process	HECB, OFM, Institutions	9/1/88	Completed
Form OFM enrollment advisory council	OFM, HECB, SBCCE, Institutions	2/1/88	Completed
Begin phase-in of funding using SAFE process	Legislature	7/1/89	Completed
Complete phase-in of funding using SAFE process	Legislature	7/1/95	On-going
Implement a System of Performance Evaluation			
Determine appropriateness of sophomore year test	Institutions, HECB	9/1/89	Completed
Implement assessment of baccalaureate and graduate program experience	Institutions	7/1/89	9/1/90
Implement survey and reporting system for placement of graduates and student and employer satisfaction	Institutions, HECB	7/1/89	9/1/90
Adopt a New System of Admission Standards			
Adopt new minimum standards at baccalaureate institutions	HECB	2/1/88	Completed
Begin transition to new admission structure	Institutions	9/1/88	Completed
Complete transition to new admission structure	Institutions	9/1/91	9/1/92
Adopt community college-to-university transfer procedures and policies	Institutions, HECB	11/1/88	5/1/90

REALIZING QUALITY: Implementation, cont.

ACTION	AGENT(S)	DATE	STATUS
Advance Equity, Efficiency, and Effectiveness			
Submit report to HECB on how to increase participation by minorities	Statewide minority task force	1/1/88	4/1/90
Implement process for monitoring affirmative action results	HECB	1/1/88	9/1/90
Adopt institutional role and mission statements	Institutions,		
Adopt higher education telecommunication plan	HECB	3/1/88	12/1/90
Complete study of tuition and fee policies	HECB	8/1/88	Completed
Complete review of institutional policy concerning participation with industry	HECB	9/1/88	12/1/90
Complete study of student financial aid policy	Institutions	1/1/89	
Complete study of K-12 articulation with higher education	HECB	9/1/89	Completed
	HECB, State Board of Education, SBCCE	12/1/88	12/1/90
Complete study of proposals for accelerating transition to college	HECB, State Board of Education SBCCE	12/1/88	Completed
Complete study of costs and economies of calendar conversion	HECB, Institutions	12/1/88	Deferred
Complete study of enhancement of the vocational education delivery system	HECB	7/1/89	6/1/90